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not even neglecting Cato and Columella, though one wonders at the choice of a government bulletin on the use of simple chemical demonstrations with home-made apparatus and of a few of the older elementary-school texts to the exclusion of later and more important general texts on agriculture.

The Improvement of Rural Schools. By ELLWOOD P. CUBBERLEY.
Boston: Houghton Mifflin Co., 1912. Pp. x+76.

This little book presents a concise statement of the changed economic and social conditions of farming communities resulting in a decrease in the efficiency of the rural schools, together with suggestions as to the steps necessary to their betterment, centralization of authority, consolidation of schools, a changed attitude of patrons toward many obsolete and wasteful methods both financial and supervisory. The chapter headings are: i, "The Problem"; ii, "More Money"; iii, "Better Organization"; iv, "Better Supervision."

The small size of the book affords space for hardly more than a restatement of many widely discussed topics. The rather close analysis of chap. ii presents questions rarely touched upon in popular addresses or papers. This little work should help rural-school patrons and trustees wishing to analyze the local situations, if it could only reach them. The introduction by Professor Suzzallo, the editor of the "Riverside Educational Monographs," of which this book is one, is not the least valuable feature. The illustrations consist of four maps showing forms of school organization by states, tenure and methods of electing county superintendents, a proposed and an accomplished rearrangement of a county for school consolidation. The last two are from George W. Knorr's report on rural-school consolidation issued by the United States Department of Agriculture.

Agricultural Education in Public Schools. By BENJAMIN MARSHALL DAVIS, with an introduction by CHARLES HUBBARD JUDD. Chicago: The University of Chicago Press, 1912. Pp. vii+163.

The scope of Dr. Davis' work is much broader than is indicated by its title, for it really considers all the agencies of agricultural education even though they have little or no direct connection with school systems. It considers the educational work of the United States Department of Agriculture of the state organizations for agriculture, and of state farmers' institutes, and as well of agricultural societies. It treats of the work of such political institutions as the United States Bureau of Education and the state departments of education, and summarizes state legislation. A view is given of the direct bearing on the problem of the work of state normal schools and agricultural colleges, including their extension work, departments of agricultural education, and summer schools. Elementary and secondary schools are given less attention than the title of the book would lead one to expect, but the treatment is excellent and consistent with the general plan followed. Chapters are devoted to such professional activities and school accessories as the National Education Associa-